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ABSTRACT

The opinion is set forth that intense competition for individual promotion in higher education institutions is counter-productive to the achievement of educational excellence. It is proposed that individual development as well as the development of successful college programs are better served by mutual support, cooperation, and intelligent compromise. A framework is presented outlining foci of possible compromise and areas of functioning in which cooperation obtains desired results. (JD)

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ABSTRACT

BASIC CONSTRUCTS OF A THEORY FOR
PERSONAL PROFESSIONAL DEVELOPMENT AND
PROGRAM DEVELOPMENT

A THEORETICAL PAPER

SUBMITTED TO AACTE
AWARDS PROGRAM FOR OUTSTANDING WRITING

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Career development in higher education frequently is destructive of persons and programs due to competitive guidelines for survival or perceived excellence.

This paper promotes the idea that competitive approaches need not be the only path to professional development. An approach which is named assertive compromise is proposed.

Assertive compromise should allow for the individualistic urges, yet provide support for mutual growth and development of persons or programs which might otherwise be in competition.

In no way is it proposed that the individualism of persons or the distinctiveness of programs be whittled away. Instead, the support of other individuals or programs in a cooperative arrangement should support growth.

Inherent in the proposed constructs is the idea of a range of development. At one end of the spectrum, a person or program would be fully functioning. On the other end of the spectrum, a person or program would be stagnant, non-functioning, or functioning in an undesirable fashion. The definition of fully functioning is only indicated in general terms. The theoretical framework encourages the view that a fully functioning program or person would be open to a mutual growth compromise. There still exists, however, an opportunity to consolidate the framework with existing theoretical formulations in the area of definition of ideal functioning.

Nevertheless, a framework is presented which outlines foci of compromise and areas of functioning. Foci presented are intra-person, inter-person, person program, intra-program, and inter-program. Within each focus, three areas of functioning are proposed. The areas include environmental, sociological, and psychological functioning.

Personal, professional development or program development can be analyzed or predicted by observing and recording behavior which is then plotted on the indices of functioning areas. The suggested approach may be developed into an instrument for program evaluation or for counseling personal, professional development.

BASIC CONSTRUCTS OF A THEORY FOR
PERSONAL PROFESSIONAL DEVELOPMENT AND
PROGRAM DEVELOPMENT

Dr. Joseph S. Kersting

OBJECTIVE

The objective of this paper is to set forth the basic components of a theory of professional development. The development may occur within an individual's professional career or the development may occur within a program.

Too frequently, career development is seen as an aggressive plot to overpower, outdistance or generally outshine some opponent. "You must learn to compete" is the advice given to neophytes as they prepare for a career. Program development is also often seen as survival of the fittest in a battle for funds or recognition. This proposed theory aims to counter the hypercompetative framework of the pursuit of excellence. Instead, a general framework of cooperative mutual growth and development will be espoused.

This paper will present rationale indicating a need for the theory. A theoretical framework will be outlined to account for the analysis of observed problems of development. Using the theory outline, schemes can be developed to predict program or personal development towards professional excellence. While the answers to all questions may not appear in this paper, I believe there is a carefully designed outline which can be further developed to encourage a positive, growth oriented framework for development.

The theory of assertive compromise is in concert with the spirit of the AACTE Task Force on Improvement and Reform in American

Education.^{1a} Repeatedly, the Task Force's report calls for effective partnership commitment between the university and the greater society. The proposed assertive compromise theory calls for the same philosophical commitment within the higher education community. Again, some of the thoughts expressed in this paper can be traced to some of the concerns expressed by Sagan and Smith in their subcommittee report.^{2a} There appears to be an awareness of a need for mechanisms other than existing governance procedures. Typically, the suggested mechanisms infer the need for the cooperative rather than the competitive approach as the more promising one in releasing human potential.

The structure of the theory has been influenced by the suggestions and cautions discussed by Mehrabian.^{3a}

^{1a}Obligation for Reform: The Final Report of the Higher Education Task Force on Improvement and Reform in American Education. G. W. Denmark, Chairman, and Yff Joost, Coordinator and Co-Author. American Association of Colleges for Teacher Education, Washington, D. C., 1974.

^{2a}Sagan, E. L. and B. G. Smith. Alternative Models for the Co-operative Governance of Teacher Education Programs. Nebraska Curriculum Development Center, Andrews Hall, University of Nebraska, Lincoln, Nebraska, 68508, Feb. 1973.

^{3a}Mehrabian, Albert. An Analysis of Personality Theories. Prentice-Hall, Englewood Cliffs, New Jersey, 1968.

This paper is designed to promote the position that compromise is an effective procedure for professional development.

Professional development will be explored as it is operationalized through personal progress and as it is expressed in program growth.

Because of the sometimes negative impression left by the word "compromise" (even the dictionary infers loss through compromise). It is appropriate to frame this discussion in terms of the definitions of key words. All definitions are quoted from the same source.

Compromise - a settlement of differences in which each side makes concessions. Something midway between different things or combining certain of their qualities. To expose or make liable to danger, suspicion, or disrepute.

Com - indicates together, jointly, with, mutually, collectively.

Promise - a declaration assuring that one will or will not do something. Something promised. Indication of future excellence or success.

Assert - to state or express positively: affirm. To express oneself forcefully or boldly.¹

It is interesting to note that nowhere in the two words "com" or "promise," taken separately, is there a sign of loss. Moreover, one would see a positive pledge with mutual respect. Unfortunately, by dictionary definition and by common usage in the United States

¹Morris, Wm., Ed. The American Heritage Dictionary of the English: New College Edition. Boston: Houghton Mifflin Co., 1974.

(and most of the Western World), compromise usually means less than satisfaction -- surely, less than excellence. By using Assertive Compromise, I mean to express the theory that personal or program development can be enhanced through boldly, positively stated, mutually beneficial plans of action.

Some years ago, while riding through a suburb of St. Louis, Missouri, I saw a topic for the next Sunday sermon posted in front of a church. The sign read, "If you don't stand for something, you'll fall for anything." In theory that statement sets well with millions of people who see themselves as persons of strong conviction. Can a person dedicated to a belief, in all honesty, talk of compromise? Can a person in higher education who has some justifiable pride in his own accomplishments involve himself in a compromise? Does compromise lead to mediocrity? Have we perhaps lost any real voice in policies which are now in effect? Perhaps we are not in a position to affect a compromise. According to Alexander Astin, our educational policies are not being controlled by us. Astin states, "The stated aim of university and college policy continues to be the development of sound educational programs and the stimulation of intellectual achievement. But the rather stark reality is that major policy decisions are now more often than not dictated by political and economic concerns, not educational ones."² We could be deluded into thinking that we have

²Astin, Alexander. "On the Failures of Educational Policy." Change. September 1977, pp. 40-43.

real input when we are actually ignored.

I choose to think there is input available for persons of strong conviction who want to enhance development through compromise. While not the easiest thing to accomplish, assertive compromise contains the seed of progress.

PERSONAL PROFESSIONAL COMPROMISES

Each person has a view of himself as a person. That personal viewpoint or self-concept is the result of and is being intruded upon by professional role demands, leadership urges, family and non-professional expectations, group affiliation and collective performance opportunities.

Professional educators are perhaps more vulnerable than other professionals in attempting to maintain an image in line with public expectations rather than in line with real evidence or preference. Arthur Jersild has explored the difference between teacher self-understanding and teacher image.³ Invariably, teachers are in conflict over behaving as they wish to behave and as people expect them to behave. When I followed up on Jersild's ideas, with the help of some interested students in the early seventies, we discovered a considerable gap between real and expected behavior on several issues. Asked whether they felt teachers should exhibit

³Jersild, Arthur. "When Teachers Face Themselves." Teachers College Press. New York: Columbia University, 1970.

better social behavior than the average person, parents, students and teachers all responded a strong yes. Asked whether (based on their own experience) teachers actually did exhibit better social behavior than the average person, most admitted a strong no. A similar gap was found on the characteristic of good judgment in problem solving.⁴ There does seem to exist a discrepancy between what people expect educators to be and what educators actually are. Moreover, most educators are aware of the discrepancy and frequently struggle with that realization.

An assertive compromise is necessary in order for the individual to maintain his personal identity in the face of a professional image. An assertive compromise can allow the individual to emerge as his own unique professional. The assumption is made here that the individual understands his own needs.

David Riesman realized, decades ago, that even the most individualistic person was frequently subject to group restraints.⁵ The person termed "inner-directed" was guided by internalized goals and ideals which produced a recognizable code of behavior. Since the ideals that were internalized included many vestiges of older traditions, they were frequently paternalistic men, who, despite a belief in free enterprise, helped ameliorate abuses. So it is

⁴Kersting, Joseph. "Teacher Image." *Timely Issues in Education*. Macomb, Ill.: Phi Delta Kappa, Western Illinois University, 1972.

⁵Riesman, David. *Selected Essays from Individualism Reconsidered*. Garden City, New York: Doubleday Anchor Books, 1974, pp. 12-27.

with the professional educator who at once stands out as self-fulfilling, and at the same time is a product of and is respondent to group needs. Whether the referent group represents fellow professionals or family, the individual professional can best develop through assertive compromise.

Individuals who manage to affect change, or who oversee, or emerge from significant group endeavors are termed leaders. Yet, it is obvious that there can be no leader if there is no cause, group, or recognizable change. Many studies of leadership have been completed. Courses are taught for persons interested in leadership. Books are written about leadership. Assertive compromise seems to me to be the logical path to leadership. Some persons see leadership as coercion. Writing in the NASSP Bulletin, Dale Mann states:

'Leadership' is the standard answer to the question of how we can do better. Leaders can take hostile or apathetic publics and mold them and educate them so they will support schooling. But remember the situation in which most principals operate. The public doesn't want to be persuaded -- they don't want to pay more. The kids don't want to work harder. The teachers don't want to change what they're doing. In most cases, what people are doing now is what they want to be doing. Yet the job of the leader is to get them to do what they would not otherwise do. How do you do that?⁶

Mann answers his own question by prescribing three political techniques; power, persuasion, and persistence are the suggested techniques.⁷

⁶Mann, Dale. "The Politics of Changing Schools." National Association of School Principals Bulletin, LXI. May 1977, pp. 57-66.

⁷Ibid.

My reaction to Mann's prescription is that power struggles create division, special interest consolidation and non-development. I recognize that the ideas expressed by Mr. Mann represent the frustration of inability to produce the ideal solution to the ills of the public school problems. However, I reiterate that assertive compromise would be a better answer. The most enjoyable success experience for a leader is to feel that the group has been experiencing a parallel success. The "we are all in this together" feeling which cuts across artificial lines of command and staff to produce a united exhilaration as the result of significant achievement is reward for all.

The issue of personal, professional growth through assertive compromise is so great that the potential result of a non-resolution is mental illness. Continual self-abasement as well as persistent maneuvering for power are sure paths to personality malfunctioning. Yet, there exists a whole literature of mistrust, suspicion, coercion, and oneupmanship. To a large extent, I feel this literature is a result of the feeling that compromise means everyone loses instead of meaning everyone wins. The schism in higher education is so great at this time as to force collective bargaining and power politics in conjunction with unspoken resentment and hostility. Edward Galligan expresses the viewpoint of faculty who distrust a whole new class of administrators as not in tune with the basic commitments of a university.

Well, ladies and gentlemen of the academic word, we've got a problem: In the last five to ten years we have taken to replacing administrators with executives. Old-fashioned administrators had their defects of personality and intellect, but they set out to administer. They saw themselves as serving an institution; they identified with it, instead of expecting it to identify with them. Consequently, they tended to get involved in everything that happened in the institution and often developed astonishingly exact knowledge of people and events. They responded to people, not plans; acts, not abstractions. At their worst they could be petty tyrants and at their best, superb arrangers; but either way you could trust them to keep their word and to work for the best interests of the school as they saw those interests..... Now we are getting executives. Executives don't serve, they execute. They sit in their well appointed offices, keeping an eye in the Big Picture and making Tough Decisions. They have no colleagues, only a few right-hand men and a platoon of assistants, good team men who will carry out policies and keep the eggheads on the faculty in line. Relatively new to the school, they don't know very many people on the faculty; anyway, they are more comfortable with Influential People than with academics.....⁸

Do you feel the alienation? Do you see the need for assertive compromise? Do you see the futility of power struggle? Individuals are professionals and need to feel a part of group efforts. Leadership is nothing but power plays when it is alienated from the group. Particularly when "leadership" is seen as an affliction not related to mutual goals is there likely to be a lack of overall development. If significant achievements occur, instead of mutual exhilaration, you are likely to see envy, prideful boasting and competition for credits.

⁸Galligan, Edward. "Impolite Speculations on Higher Education." AAUP Bulletin, LXIII. April 1977, pp. 50-52.

PROGRAM DEVELOPMENT COMPROMISES

There are pessimistic forecasts aplenty at this time for schooling as a professional endeavor. Almost as frequently as gloomy forecasts are the calls for a new energy to emerge in order to maintain institutional learning and prestige of higher education. Despite the pluses and minuses of American higher education as viewed from an historical perspective, there remains the task of the future. Some see a loss of status and a demythologizing of the importance of education and its overall role in social ills cured through schooling.⁹ I, myself, see an increased need to progress by the maximizing of individual ideals through mutual programming. Frequently, the ideal of assertive compromise surfaces in program development. To me, program development means the nurturance expansion and continual redefinition of ideas which have been expressed by individual professionals and united in a vehicle for identification purposes. A major at a university, a degree plan, an educational alternative, an identified core of experiences, a selected group of readings or discussions, or any grouped collection of ideas with a defined purpose can be considered a program. Most arenas of higher education identify and sponsor programs. Basic curriculum, majors and minors, lecture series, field experiences,

⁹Geis, S., Jill Hilton and Wm. Plitt. "School Reform: Catching Tigers in Red Weather." Educational Studies. Vol. 7 (3), Fall 1976, pp. 244-255.

and certifiable options are familiar terms. I have been involved with a number of programs in my short seven years of higher education. I have also been a part of programs at the secondary school level for 13 years previous to my joining the university. My comments and observations are based as much on this 20 year collection of experiences as they are based on reading and speculation. Each of the following areas of decision I see as being aided by assertive compromise.

A program is not only a set of prescribed experiences, but it is also a gathering of persons. The program is constantly being tugged and pushed by the individual expressions of the persons who partake of it. Both staff and students lend their personal idiosyncrasies to a program. Often these persons are faced with a decision which implies personal satisfaction or deference "for the good of the program." I suggest these instances are not either-or choices, but mutual ones. A program seldom profits when persons in the program lose. Conversely, individuals do not maximize their potentials when programs are undermined. An effective compromise is one in which both person and program gain. This is not as idealistic a statement as it sounds. However, the assertive compromise may require more time and effort than the decision in which someone loses.

A program may espouse a given philosophy or theoretical position. Does it provide measurable competencies? Without igniting

a battle over the pros and cons of currently popular performance auditing or competency based programs, there is an obvious point for discussion and decision-making. One of the areas of concern for traditional educators is the increased emphasis in some programs on field experiences. Do students show a mastery of the usual material when a course is developed to be offered off-campus in the field? The response to that sort of charge of "watered down" curriculum usually includes some evidence (a test perhaps) that equal knowledge is being gained about the same material. Not nearly as often, the reverse of the question is asked. Can students who are exposed to only classroom experiences exhibit the desired behaviors on-the-job? The obvious answer to both questions would seem to be a compromise in which the student would acquire experience and knowledge in both settings. That compromise can be made in a fashion which provides for mutual gain.

Planning provides for orderly procedure. Advanced notice makes movement through a program less hectic and more secure. On the other hand, flexibility allows response to current situations, such as a change in personnel, curriculum, delivery system, or surroundings. Without an attitude of compromise for mutual gain, program development can be stifled, disrupted, or destroyed. When a program is not responsive to current needs because things have already been planned, the seeds of disinterest are sown. During the time of some urban renewal projects in a large city, a slogan

was being used to promote the program. "Progress or Decay" was the slogan. The implication was that any city which does not continually look to improvement does not maintain status quo. It decays! So too, when planning and stability of programs do not allow for creativity and flexibility, decay has already started. Too often in a program's staff, a division takes place between those who are defending the current program and those who envision new horizons. I do not feel a division is necessary. Assertive compromise can provide for growth and stability.

As a program develops, the question of the staff competencies becomes more significant. A fellow professor at another institution once related how he had fallen victim to program development. During the initial stages of development, no one seemed to have the time or energy to do the groundwork, such as background research, proposal writing, and ushering the proposal through the myriad of official approval stations. My friend was the lone advocate of the program. Having eventually gained official approval for the program, no one had the time or background to design the courses required or to establish the network of contacts for the requisite field experiences. Some critics even suggested tenure and promotion might be in jeopardy if my friend did not pay a little more attention to "scholarly publication." Having weathered the storm and developed a successful program, colleagues are now questioning whether my friend has the necessary skills to continue a program of such repute.

Perhaps a "name person" from outside should be sought to add stature and certify program excellence. Indeed, there are different skills which can find fruition in a developing program. Some persons don't really care to expand their range of skills beyond those for which they are already recognized. Should a program be maintained with current talent? Should additional or different staff be secured? These decisions are most effectively made via compromise for mutual gain.

A program is sooner or later known by the quality of student who completes the program. It can be very difficult to face the problem of setting and maintaining standards while a program is attempting to grow and develop. In higher education today, even the most vigorously selective programs have had to face the opening up of admission requirements. With the general decline in student enrollment at most institutions of higher education, the maintenance of prescribed standards is likely to have been severely modified. Programs within an institution could very well have to face the quandary of program stagnation or the readjusting of standards for student admission to and retention in the program. Some programs, in particular, which exist to prepare persons to serve handicapped individuals might well consider non-traditional standards for its own majors. This area is hardly one for arbitrary decisions. Not only does mutual benefit demand compromise, but frequently the law requires it. The immediate reaction to such a compromise is usually

one of a "watered down" program. Not only is a loss unnecessary, but mutual gain can occur.

A program may grow in quantity but not necessarily in quality. Too frequently funding agents view quantitative growth as evidence of program development and fail to properly reward quality development. Program expansion can occur in staff development and higher quality experiences for the student. Excellence at home can be as important as recognition statewide or nationwide. Staff can increase its face to face exposure to individual students tenfold without being identified as program development. Student behavior of a voluntary nature can increase dramatically when involved in the program without a noticeable contribution to program evaluation. There does abide, within the concept of program expansion, the idea that persons are expanding as a direct result of being a part of the program. There does exist, in program development, the quest for excellence which may be greatly facilitated. Surely, an assertive compromise could highlight these items and assist in restructuring the traditional guidelines for program expansion which are handed down from the great gods of budgets and audits.

Programs are susceptible to pride and prejudice and, as such, are vulnerable when considering autonomy. The truth is that most programs have been spun from some host body. Few programs are created, all new, without predecessor or parent. Most successful programs enter a gray area of subsistence, and some forget from

whence they came. My perception of the best program development pattern is one in which the program continues to discharge duties to the parent host. For example, many staff of beginning programs have come from an existing department or college. During the initial stages of program development, many staff teach or research for the parent department or college. When the program develops sufficiently, some staff become full-time with the program. I would hope that the parent group would never completely lose the services of a staff member, and that only in exceptional cases would programs be divorced completely from its founding associations. There does exist a sort of symbiotic relationship initially. I think assertive compromise could affect a continual relationship of mutual gain.

A THEORY

A theory systematically organizes a set of assumptions, principles, and/or procedures in order to analyze, predict, or explain. The assertive compromise theory is a combination of personality theory and organizational theory. The fully functioning person or program, according to this theory, is propelled towards positive development. The non-functioning person or program is inclined towards stagnation, decay, or aberration. Categories are suggested in which assumptions, principles and procedures can be appropriately placed. Depending on the correct occurrence of the assumptions, principles, and procedures, variations will exist which will determine the extent of functioning per category. The extent of functioning per category can be used to

analyze, predict, or explain personal, professional development or program development.

BASIC ASSUMPTIONS

Different needs or role expectations need not compete for a person's energy. Assertive compromise can allow mutual development.

Different persons need not compete against each other in order to obtain personal goals. Assertive compromise can lead to fulfillment for each.

Persons need not compete against program demands for survival. Both the person and the program can develop positively through assertive compromise.

Programs need not compete against each other for success. Both can develop toward quality and quantity goals through the mutual support of assertive compromise.

Program segments need not compete in order to lend positive direction to program development. Optimal program development allows for consideration of diverse elements of the program through assertive compromise.

The assumptions can be generally summarized as supportive of mutual growth and in opposition to competition. The assumptions are based on principles of development of potential. Following are the principles.

Any given person has far more talent and potential for growth than is usually expressed.

Persons sharing talents and potentials are more than the sum of their added strengths. They acquire an additional mutual strength.

Persons and programs gain strength from each other. They are not the same without each other.

Programs, like persons, are more than the sum total of their combined strengths.

Program segments give identity to a program. Segments which flourish lend mutual support and definition.

In general, mutual assistance is preferred over competition and provides a more abundant avenue for development.

Openness and sharing behaviors are indications of developmental assets.

Compromise can be a growth position for individuals, or programs.

In order to assist in the realization of the principles and in the maintenance of the assumptions, certain procedures should be implemented.

Personal self-exploration and self-definition should be encouraged. Paths to personal expression should be identified, prioritized, and pursued.

Interpersonal relationship techniques should be explored and encouraged. Some instruction may be suggested in order to develop mutual appreciation activities.

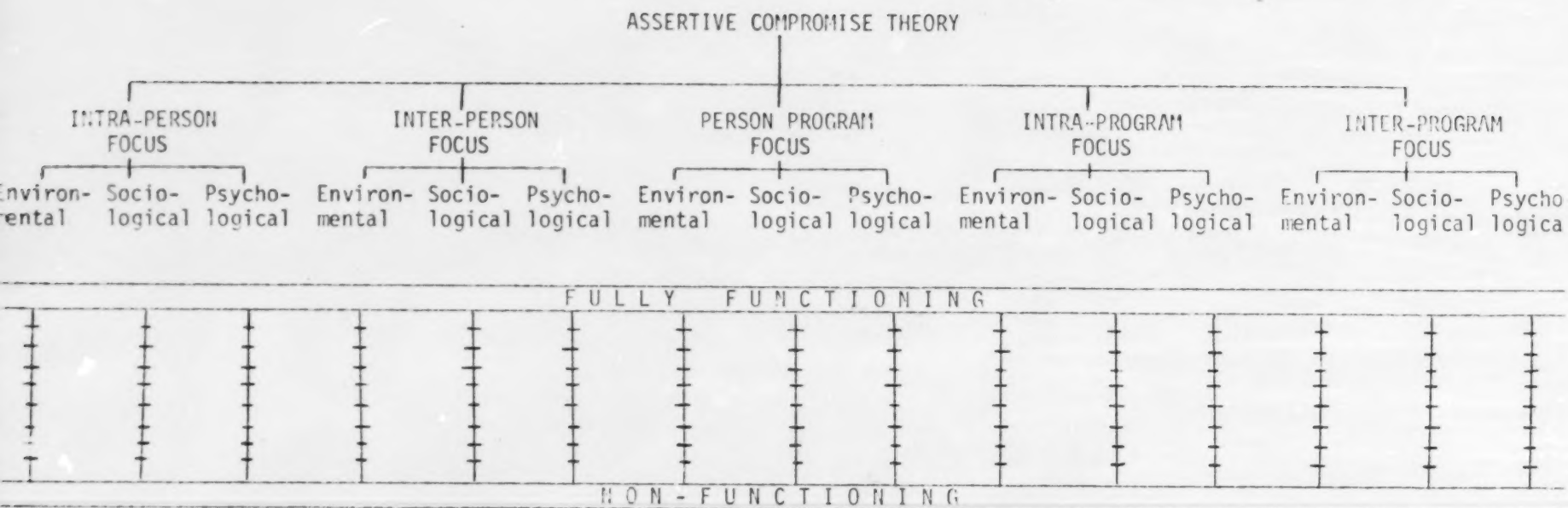
Programs as a part of their development should encourage the identification and growth of person strengths. Program and person

achievements should be accentuated as mutual accomplishments.

Leadership should emerge with approval of participants; program direction should reflect consensus; programs should provide a wide variety of growth opportunities.

These ideas become procedures without a great deal of planning, but as resolutions of felt needs which use the vehicle of assertive compromise. In a large sense, procedures are the correct procedures when they reflect a commitment to mutual growth (or individual gain). The extent to which assumptions, principles, and procedures are maximally operational can be determined by studying patterns of variance.

VARIABILITY POTENTIAL



In order to analyze a person's professional development according to the theory, the person's functioning can be plotted in selected areas (probably the first three focus areas). Prediction for optimum development can be similarly charted. Explanation of a particular person's professional development can be based on categorical variances.

In order to analyze a program's development according to the theory, the program's functioning can be plotted in selected areas (probably the last three focus areas). Prediction for optimum development can be similarly charted. Explanation of a particular program's development can be based on categorical variances.

Many persons' professional development, or a program's development might profit from an analysis of functioning in all five focus areas.

EXAMPLES OF ANALYSES OF VARIABILITY

If we assume that our area of concern is the intra-person focus area, we could proceed to identify and analyze variability in the following manner.

Initially, an observation and recording of the person's behavior would be collected. If a behavior is repeatedly observed which inclines the person towards non-functioning, the analysis would attempt to determine whether remediation is needed in the environmental, sociological, or psychological domain. Assume that a person is not progressing towards professional goals. If, after recording and collecting behavior, it seems that the primary problem is a lack of space and quiet area to write, that concern can be remedied through environmental compromise. If, however, the apparent cause is an apathetic peer group, the concern is in the sociological area. On the other hand, if an apparent lack of motivation or poor self-concept is involved, we should attend to the psychological area for compromise.

If our concern involves the inter-program focus, for example, we would proceed to identify and analyze variability in the following manner.

Having observed and recorded the operations (behavior) of the programs, we might discover some instances of non-functioning which can be adjusted through environmental compromise. An instance might center around space allocations for co-existing programs. It is

possible that other non-functioning may involve chain of command, status terms, or, in general, sociological compromises. Additionally, psychological remediation may be necessary to improve the potential for inter-program development.

To the discerning reader, it will be obvious that seldom would a focus area be analyzed and remediated in only one of the domains of environmental, sociological, or psychological concern. Similarly, it would often occur that a person's professional functioning or a program's professional development would require examination in all focus areas and in all domains.

CONCLUSION

The theoretical framework which has been provided thus far is purposely left incomplete and speculative. It is the author's contention that this conclusion allows for a flexibility within a framework.

I can see some persons who are interested in pursuing the framework provided, attempting to incorporate other theoretical formulations into the framework. An example which occurs at this time is Carl Roger's definition of a fully functioning person compared to a non-functioning one. Roger's formulation might carry over into both the intra-person and the inter-person focus areas.

Existing formulae for program organization might be fitted into a focus area. If the formulations emphasize an openness which facilitates compromise, the theoretical framework could be receptive.

I can see some persons who may be interested in exploring the behavior of existing, successful persons to determine statistically whether the framework is true in terms of those persons. Programs which have received acclaim may be analyzed and resultant data applied to the framework.

It would be my immediate curiosity to determine how winners of the Annual AACTE Distinguished Award for Excellence in Teacher Education might be analyzed through a follow-up study using this theoretical framework.

It would be my prediction that currently operating, successful programs would be found to be highly functioning in most categories. Successful programs, analyzed thusly, would be found to be assertive compromises. The outline presented can be developed to provide instrumentation and growth profiles for counseling with persons in professional growth areas. Evaluation of programs can also be accomplished through the development of instruments and profiles.